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ABSTRACT

This study was conducted to identify and validate the work-related problems of public school teachers in Florida's Prekindergarten Early Intervention Program which targets economically at-risk 3- and 4-year olds. The study was designed to answer three questions: (1) What problems are perceived to be most bothersome and occur most frequently? (2) What global areas of concern can be inferred from teachers' perceptions of their problems? and (3) Are there significant relationships between problems reported and teachers' demographics (e.g., age, sex, years of teaching experience, and highest degree earned)? A state-wide sample of 55 teachers was asked to provide descriptions of their biggest classroom problems. A jury of early childhood experts, utilizing four separate instruments for statistical analysis, identified problems that occurred significantly more frequently than others. Global concerns were expressed in the following areas: (1) control and discipline; (2) parent relationships and home conditions; and (3) the prekindergarten program. Other factors included student success, time management, rapport with colleagues and students, and facilities. No significant relationships were found between problems and specific demographic variables. Two appendixes incorporate documents utilized in the generation and validation phases of this study. (LL)

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PERCEIVED PROBLEMS OF PUBLIC SCHOOL PREKINDERGARTEN TEACHERS IN FLORIDA RELATED TO DEMOGRAPHIC VARIABLES

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ABSTRACT

The purpose of this study was to identify and validate the work-related problems of public school prekindergarten teachers in Florida. The study was designed to answer three questions: (1) What problems are perceived to be most bothersome and occur most frequently? (2) What global areas of concern can be inferred from these teachers' perceptions of their problems? (3) Are there significant relationships between the problems reported by the teachers and (A) the age of the teacher? (B) sex of the teacher? (C) years of teaching experience? (D) type of teacher certification? (E) highest degree earned? (F) number of students in the classroom? (G) length of the student day? and (H) geographic location of the school?

For problem generation, a state-wide sample of 55 teachers described their biggest problems. A jury of early childhood experts reduced the 432 descriptions to 111 individual problem statements. For problem validation, a second state-wide sample of 249 teachers rated the frequency of occurrence and the bothersomeness of the of the 111 problems. They also supplied specific demographic information.

The results identified 37 problems that occurred significantly more frequently than others and 36 problems that were significantly more bothersome. The 111 problems

fell into eight global areas of concern, or factors. Those perceived to be of most concern were (1) Control and Discipline, (2) Parent Relationships and Home Conditions, and (3) Program. Other factors were identified as (4) Student Success, (5) Time, (6) Classroom Personnel, (7) Affiliation, and (8) Facilities. No significant relationships were found between the problems and the specific demographic variables, indicating that the teachers were perceiving the problems in similar manners.

The results of this study showed that public school prekindergarten teachers in Florida experience problems in their professional lives. For this group of teachers, it appeared that the frequency of the problem occurring was an indicator of the bothersomeness of the problem. It also appeared that these teachers perceived problems more like teachers in K-12 settings than prekindergarten teachers in other settings, indicating the likelihood that the setting was more related to the problems than the type of program being taught.

PERCEIVED PROBLEMS OF PUBLIC SCHOOL PREKINDERGARTEN TEACHERS IN FLORIDA RELATED TO DEMOGRAPHIC VARIABLES

Historically, the formal education of 3- and 4-year-old children has been supplied mainly by teachers in private schools or public programs in a non-public school setting. Today there are movements advocating public schooling for these children. Currently, many states have adopted initiatives, or have programs in place to address the education of 3- and 4-year olds.

There has been a dramatic increase in the school enrollment of 3- to 5-year-olds in the past 20 years. In 1983, over one-third of the 3- and 4-year-olds went to nursery school and over 80% of 5-year-olds were in kindergarten. This compares to 14% in nursery school and 68% in kindergarten in 1967 (Bainer, 1986). Today approximately half of the states in America have funding pending to provide schooling for 4-year-olds, demonstrating growing recognition that Early Childhood Education is becoming a legitimate part of public education (Elkind, 1988).

Considerable reliable knowledge exists about K-12 teaching and the K-12 school setting (Johnston, 1982b). Based upon this knowledge, K-12 schools and teaching can be characterized as having features that are highly

similar and stable across settings. Given this similarity, there also exists reliable knowledge that K-12 teachers face similar work-related problems as they go about their daily responsibilities (Johnston, 1982b).

Teacher problems represent one salient aspect of teachers' work (Johnston, 1982a) and for many years researchers have attempted to identify these problems. A review of these studies showed that the subjects fell into four major population groups, (1) elementary school teachers, (2) secondary teachers, (3) combined groups from specific districts, cities or universities, and (4) prekindergarten and day-care teachers (Micklo, 1991).

The most serious perceived problems of elementary teachers fell into three broad areas of concern, control and discipline, student success, and instruction. Problems dealing with student success and instruction were cited consistently from the earlier to the recent studies. Control and discipline became a problem in the more recent studies. Secondary teachers perceived their most serious problems similarly to elementary teachers citing the areas of control and discipline, student success, and motivating students. Contrary to elementary teachers, secondary teachers cited control and discipline throughout the studies (Micklo, 1991).

The combined populations teachers perceived problems

similarly to the elementary and secondary teachers with the most serious being control and discipline, instruction, and student success. Since these combined populations are made up of elementary and secondary teachers, the results are not surprising. Finally, prekindergarten and day-care teachers perceived their most serious problems as being control and discipline, parent relationships, staff relationships, affiliation, and facilitating child growth. Since these are different programs in non-public school settings, the difference in problems was not unexpected (Micklo, 1991).

The Prekindergarten Early Intervention Program in Florida provides funding to local school districts that have an approved program for economically "at-risk" 3- and 4-year-olds. The individual programs vary from additional resources for Head Start and purchased slots in existing local non-public preschools, to actual prekindergarten classes as part of the public school framework. For this latter group, little or no empirical data exists pertaining to the teachers' daily work-related situations, perceived problems or demographic data.

It appeared that a study of the perceived work-related problems generated by public school prekindergarten teachers would be useful. The study was designed to answer three main questions:

Question 1 What work-related problems reported by public school prekindergarten teachers in Florida are perceived to be most bothersome and occur most frequently?

Question 2 What global areas of concern can be inferred from these teachers' perceptions of their work-related problems?

Question 3 Are there significant relationships between the perceived problems reported by these teachers and

A. age of the teacher?
B. sex of the teacher?
C. years of teaching experience?
D. type of teacher certification?
E. highest degree earned?
F. number of students in the classroom?
G. length of the student school day?
H. number of students in the school?
I. geographic characteristics of the school, i.e., inner-city, outer-city, suburban, or rural?

Method

The study was conducted in two phases, problem generation and problem validation. During the first phase, a random sample of public school prekindergarten

teachers were asked to provide diary-like descriptions of their biggest classroom problems. These descriptions were used in the second phase where a second sample of teachers determined which problems were most frequent and most bothersome. Specific demographic information was also obtained from these teachers.

Subjects

Florida is divided into 67 counties, each functioning as a separate school district. The districts are grouped into five Standard Reporting Regions by the Florida Department of Education. To ensure state-wide representation in this study, and enhance generalizability, the sample was stratified to include a random sample from each region.

Approximately one-third of the school districts were randomly selected from each of the five regions. Some districts with approved programs did not have public school prekindergarten classes, and were using Head Start and non-public preschools. The population defined for this study was public school prekindergarten teachers. If a selected district's program did not fit the defined population, the district was dropped from the study. When this occurred, another district in that region was randomly selected to take its place.

Schools that housed prekindergarten classrooms in

each qualifying district were identified through the Florida Department of Education. In each region, 20 schools were randomly chosen. The prekindergarten teacher in each school was then identified by telephoning the school and asking for the name. If there was more than one teacher at each school, one was randomly chosen. The process continued until a sample of 100 prekindergarten teachers, balanced by region, was reached.

For problem validation, the sample was made up mainly from the districts not included in the problem generation phase. Once again, districts that did not have public school prekindergarten classes were dropped from the study. Schools that housed prekindergarten classes in each qualifying district were identified with assistance from the Florida Department of Education. The schools were then telephoned to identify the teacher, or teachers, in the program. In addition, the 100 teachers identified in the problem generation phase of the study were also included in the validation sample.

Instruments

Four separate instruments were utilized for this study, Biggest Problem Today Inventory (BPTI) and Problems Encountered This Year Inventory (PETYI) for problem generation, and Teacher Problem Checklist- Public

Prekindergarten (TPC-PPk) and Who I Am (WIA) for problem validation (see Appendix A and Appendix B).

BPTI asked teachers to descibe the work-related incident which caused them the greatest concern that day. They were asked to describe the incident in as much detail as possible, and were also asked to reduce the incident to a statement approximately 20 words in length. The BPTI was open-ended, the only restriction being that the incident be work-related. Teachers were asked to complete five BPTIs within a five day work period.

For this instrument, two principal concerns of reliability existed: (1) consistent interpretation of the instrument by the subjects; and, (2) consistent interpretation or scoring of the returned data. To ascertain reliability of the respondents interpretation of the instrument, as the BPTIs were received, they were identified as those from teacher 1, those from teacher 2, and so on. After the BPTIs were reduced to problem statements, two groups were formed; the odd-numbered group, and the even-numbered group. A correlated means t-test was run to determine if similar problem statements were generated by each group.

A jury consisting of the researcher and two Early Childhood experts read each BPTI. For consistent interpretation of the data it was important that the

jury interpret the writers' perceptions, not the reader's. Reading began together to interpret several BPTIs and reduce each to a concise problem statement. After the jury members were able to achieve agreement on the statements, each worked independently .

The statement of approximately 20 words was read first to focus the reader on the problem. The detailed description was then read and reduced to a concise problem statement. In several cases, the jury interpreted two or more problems from a single teacher's incident.

To ascertain the reliability of the interpretation of the data, the jury met and collectively determined the percentage of problem statements that were agreed upon by all three members, those agreed upon by two members and those where there was no agreement. Attempts were made to resolve differences of interpretations of the problem statements. Where resolution could not be collectively reached, all disputed problem statements were included in the study.

For validity, the major concern was if the instrument measured what it was supposed to measure. In this case, did the BPTI actually generate concerns that lead to statements of teacher problems? Evidence of validity was supported as the jury reduced the BPTI

concerns into problem statements, demonstrating that the BPTI did indeed generate problems.

PETYI asked teachers to describe the work-related incident which caused them the greatest concern during the school year. Like the BPTI, teachers were asked to describe the incident in as much detail as possible, and were also asked to reduce the incident to a statement approximately 20 words in length. Teachers were asked to be reflective, consider concerns that occurred at different times of the year, and complete five PETYI forms. Since the BPTI and the PETYI were highly similar instruments, the reliability and validity of both were handled identically.

The TPC-PPk was designed to validate the problems generated by the first two instruments. Problem statements obtained from BPTI and PETYI were randomly placed in numerical order in the center of the pages of the TPC-PPk. Each statement was prefaced with "I have a problem...". On each side of the problem statement a scale was created, one for frequency and one for bothersomeness. Teachers were asked to respond to each statement in two ways: on a scale ranging from never (1) to always (5) for the frequency of the problem; and, not at all (1) to extremely (5) for the bothersomeness of the problem.

A concern for reliability of the TPC-PPk was consistency. The inter-item correlation for all the items, coefficient alpha, was calculated as an indicator of internal consistency. Evidence of construct validity was defined by determining the internal structure of the instrument. The responses on the frequent scale and the bothersome scale were correlated against one another using Spearman Correlation Coefficients. The intercorrelations among the scales indicated whether they were each measuring a single construct. For additional evidence of construct validity, the jury was able to divide the 111 problem statements into eight global areas of concern, or factors. This gave an indication of a high internal relationship within each factor, and a low relationship between the factors.

The WIA sheet was designed to supply specific information to aide in developing profiles of the public school prekindergarten teachers in Florida, since this information was lacking. The WIA information was also used to determine if there were significant relationships between the perceived problems of prekindergarten teachers and; (a) age of the teacher, (b) sex of the teacher, (c) years of teaching experience, (d) type of teacher certification, (e) highest degree earned, (f) number of students in the classroom, (g) length of the

school day, (h) number of students in the school, and (i) geographic characteristic of the school.

The concern for the reliability of WIA was consistent measurement of the demographic data. The WIA was field tested using a test-retest method on a graduate Early Childhood class at Florida State University. It could not be determined if the make-up of this class matched the defined population of this study, since little is known about this population. One week after the first administration of the instrument, it was administered a second time to the same group of graduate students. The results were then compared to determine the percentages of agreement for each variable.

Content validity was the concern of the WIA due to the fact that results of the sample would be used to make inferences about the population (Brown, 1983). Two experts in the field of research, both full professors at Florida State University, were asked to judge the content as to its ability to measure the specified demographic characteristics. Both agreed that the individual items appeared to represent the domain adequately, and that content validity was evident.

Procedures

In May, 1990, a stratified, randomly selected sample of 100 public school prekindergarten teachers in Florida

were asked to report daily for five days, in a diary like fashion on five BPTI forms, the work-related incident that caused them the greatest concern that day. They were also asked to be reflective and report, in a diary like fashion on five PETYI forms, five work-related incidents that caused them the greatest concerns during the school year, whether or not the problems had been solved. The above mentioned forms, a cover letter explaining the study, directions for filling out the forms (Appendix A), and a postage paid envelope for returning the materials were mailed to each subject. These teachers had not been previously contacted about participating in this study.

The subjects were asked to complete and return the forms within two weeks after receiving them. Two weeks after the original mailing, a follow-up letter (Dillman, 1978) (Appendix A) was mailed to teachers whose materials had not been received by the researcher. Ten days after that, a second follow-up letter (Dillman, 1978) (Appendix A) was mailed to teachers whose materials still had not been received. A total of 55 teachers responded to the survey and submitted 432 usable incidents on the BPTI and PETYI forms.

The returned BPTI and PETYI data were examined by a jury consisting of the researcher and two other experts

in the field of Early Childhood Education. Working independently, each jury member reduced each teacher generated incident to a concise problem statement, or problem statements, and at the same time eliminated duplications. The jury then met in an attempt to resolve disputes. When completed, each incident and judged problem statement were collectively compared to determine where there was agreement by all three members, agreement by only two members, or no agreement among members. The findings were reported as evidence of reliability of the BPTI and PETYI.

All agreed upon and disputed problem statements were included in the next phase of the study. The 111 problem statements, reduced from the 432 original incidents, were randomly arranged on the TPC-PPk for the problem validation. Since the problems generated by the prekindergarten teachers were similar to problems generated in other studies, TPC-PPk problem statements from Johnston (1982a) (TPC-PPk items 21, 29, 31, 39, 47, 53, 69, 70, 81, 85, 88, 93, 97, 100, 103, 105, 108, 109) and Wolfgang (1982) (TPC-PPk items 1, 2, 10, 26, 37, 68, 92, 106) were utilized.

In October, 1990, a cover letter explaining the study, directions for completing the forms (Appendix B), and a postage paid envelope for returning the materials

were mailed to a second sample of 370 public school prekindergarten teachers. These teachers had not been previously contacted about participating in this phase of the survey. They were asked to respond to each of the problem statements in two ways: how frequent is the problem?; and how bothersome is the problem? In addition, the teachers were asked to supply demographic data on the WIA sheet.

Teachers were asked to return the completed TPC-PPK and WIA within one week after receiving it. Two weeks after the original mailing, a follow-up letter (Dillman, 1978) (Appendix B) was mailed to teachers whose materials had not been received by the researcher. A total of 249 subjects responded to the survey.

Statistical Analysis

Question 1

To determine which problem statements on the TPC-PPk occurred most frequently, were most bothersome, and were both most frequent and bothersome, the mean response for each of the 111 items was determined. The problems were ranked from high to low, according to their mean, for each of the three scales.

To determine which problems were statistically significant from the others, the mean response for each individual problem was compared to the overall mean, or

mean response for all problem statements. If the resulting z score was greater than or equal to +2.58, the problem was identified as being statistically significant ($p \leq .01$) (Cruickshank, 1975). Since this study was designed to identify problems of prekindergarten teachers, only significant problems in the direction of always or extremely (5) were reported.

Question 2

To determine what global areas of concern might be inferred from teachers' perceived problems, the jury independently read the 111 problem statements and grouped those that appeared to reflect the same type of concern. The problems and groupings were then collectively compared to determine the percentage of agreement, and the degree of inter-rater reliability. The jury resolved differences in interpretation, using the rule of majority where necessary, until there was total agreement and the 111 problem statements had been divided into eight groupings.

Using factor labels and factor definitions from Cruickshank (1975), the jury then named each of groupings. In those instances where the definitions of the groupings were unique to this study, a factor name was generated by the jury. This occurred for three of the eight factors identified in this study.

Question 3

To determine if there were significant relationships between the identified factors and the demographic variables, multivariate analysis of variance (MANOVA) and canonical correlation were utilized. In looking at the type, or types, of certification the teachers held and the relationship to the eight factors, multiple dependent and multiple independent variables were present. Canonical correlation was employed to look at the combined variance between all the variables.

MANOVA was employed to explore the relationships between the demographic variables of age, highest degree, class size, length of the student day, school size, and geographic location, and the eight factors. Since all of the respondents were female, the variable sex of the teacher was dropped from the analysis.

A demographic profile of the teachers was also constructed by tallying the data received from all the teachers and presenting the frequency and percentage of responses within each variable. The profile of public school prekindergarten teachers in Florida included the highest rankings within each variable.

Results

Subjects and Instruments

For phase one of the study, problem generation, 55

teachers returned completed BPTI and PETYI forms, yielding a response rate of 55% of the original sample. The number of incidents described per teacher ranged from 2 to 10, totaling 432 incidents which were reduced by the jury to 111 problem statements. For phase two of the study, problem validation, 249 teachers returned TPC-PPk forms, yielding a response rate of 67.3% of the original sample. From these returns, 243 were judged useable. In addition, each of the respondents returned a completed, or mostly completed, WIA form.

Description of the Sample By Variables

The teachers who completed the WIA were all female (240 responding to the question) with a reported age range from the 20s to over 61 (234 responding to this question). The majority of the ages (91%) were less than 51 years, with the median ages being 31-40 years (37.2%, 87 teachers) (see Tables 1 and 2). Most of the teachers (238 responding to the question) reported that their highest earned degree was a bachelor's degree (61.3%, 146 teachers), while almost one-third (29%, 69 teachers) also held a master's degree. A total of 15 respondents (6.3%) reported that high school was their highest earned degree (see Table 3).

The teachers also reported having from zero to 35 years of teaching experience (238 responding to this

question), with a mean of 11.8 years and a mode of 12 years. Over 90% of the sample (215 teachers) had three or more years of teaching experience (see Table 4).

Insert Tables 1, 2, 3, 4.

In Florida, teachers may be certified in more than one educational area. The teachers in this study were no different, with many being certified in two or three areas. Of the 238 teachers responding to this question, 170 were certified in Early Childhood and Elementary Education. In addition, 16 teachers had Elementary certification, but no Early Childhood, and 31 teachers had neither Early Childhood nor Elementary, but were certified in Secondary, Special Education, Child Development Associate, or other areas (see Table 5).

Insert Table 5

The number of students in the classroom ranged from under ten to more than 18, with more than 70% of the teachers (172 of the 240 responding to this question) reporting class sizes of over 18 students (see Table 6). The length of the school day ranged from between three and four hours, to over six hours, with more than 86% of the teachers (209 of the 241 responding to this question) reporting the student day being longer than five hours (see Table 7).

Insert Tables 6 and 7

The prekindergarten classrooms were located in schools with a total student population ranging from less than 500 students to more than 950 students. Slightly more than half (57.3%, 137 of the 239 responding to this question) were located in schools with a population of less than 651 students (see Table 8). Approximately one-third of the teachers (34.8%, 81 of the 233 responding to this question) reported that their schools were located in rural areas, while slightly less than half (45.5%, 106 teachers) reported teaching in schools located in inner-city or outer-city areas (see Table 9).

Insert Tables 8 and 9

Problem Generation Instruments

Since the BPTI and the PETYI are similar in nature and purpose, the reliability and validity statistics are being reported together. As a measure of the consistent interpretation of the instrument by the subjects, the null hypothesis that there were no significant differences in the problems generated by the odd and even groups was tested ($p \leq .05$) using a correlated means t-test for each of the instruments. The results indicated that there were no significant differences between the BPTI odd and even groups, but that there were significant differences between the PETYI odd and even groups (see Table 10).

Insert Table 10

As a measure of consistent interpretation of the data, after independently reading and interpreting the BPTI and PETYI incidents, the jury collectively determined the percentage of incidents where the interpretation was agreed upon by all three jury members (78%), the percentage where there was agreement by two members (19.5%), and the percentage where there was no agreement by the jury (2.5%). The jury then collectively resolved differences until there was total agreement on the 111 problem statements.

Problem Validation Instruments

As an estimate of reliability of the TPC-PPk, the inter-item correlation for all the items on the form, coefficient alpha, was calculated separately for each form. The result was a correlation of 0.9280. The result demonstrates a high correlation of the items, indicating internal consistency.

Spearman Correlation Coefficients were used as a measure of validity for the TPC-PPk. The frequent and bothersome scales showed a high inter-correlation with each other, indicating that the scales were measuring the same construct, teacher problems. In addition, the total number of responses per item on the BPTI and PETYI forms (Totals) showed a moderate, significant correlation with

the mean responses per item on the frequent scale, the bothersome scale, and the frequent and bothersome (both) scale (see Table 11).

Insert Table 11

The reliability of the WIA was assessed using a test-retest method. For the nine demographic variables on the WIA, the percentage of agreement between the first administration and the second administration ranged from 81% agreement to 100% agreement. The median percentage of agreement was 91%. Evidence of content validity had been previously established by the judgement of two experts in the field of research.

Question 1

Since the TPC-PPk items were derived from teacher perceptions of their work-related problems, all the items were frequent and bothersome to teachers. Table 12 presents the mean responses and the rank order of the 111 problem statements on the TPC-PPk according to the prekindergarten teachers' perceptions of the frequency of the problems. Of these, 37 problem statements were identified by the teachers as being significantly ($p \leq .01$) more frequent than other items (see Table 13).

Insert Tables 12 and 13

Table 14 presents the mean responses and the rank order of the 111 problem statements on the TPC-PPk

according to the prekindergarten teachers' perceptions of the bothersomeness of the problems. Table 15 presents the 36 problem statements that were identified by the teachers as being significantly ($p \leq .01$) more bothersome than other items.

Insert Tables 14 and 15

The mean scores on the bothersome scale are higher than the mean scores on the frequent scale which implies a more emotional attachment to the problems on the part of the teachers. Also, the first, second, and third most significantly frequent items are the same as the second, third, and fourth most significantly bothersome items. In addition, eight of the ten most significant items on both of the scales are the same problems, although their rank orders are different.

Question 2

After the jury independently read the 111 problem statements and grouped those that appeared to reflect the same type of concern, it was collectively determined that there was agreement on the groupings of 76% of the problems by all three members. The 26 problems that were not agreed upon were again independently grouped. It was then collectively determined that 15 more problems were agreed upon yielding a 90% rate of inter-rater reliability. The remaining problems were discussed and

placed into the groupings using majority rule in five cases.

The factors identified by the jury, in alphabetical order, were:

Affiliation. Establishing and keeping rapport with colleagues and students (Cruickshank, 1975).

Classroom Personnel. Dealing and working with the classroom staff.

Control and Discipline. Getting students to behave as the teachers want them to behave (Cruickshank, 1975).

Facilities. Dealing with buildings and equipment not designed for young children.

Parent Relationships and Home Conditions. Wanting to relate and work well with parents, and wanting home conditions to enhance student development (Cruickshank, 1981).

Program. Dealing with state and local requirements for the prekindergarten program.

Student Success. Wanting success for students academically and socially (Cruickshank, 1975).

Time. Managing time to get both professional and personal things accomplished (Cruickshank, 1975).

When comparing the significantly frequent and significantly bothersome problems to the eight factors, teachers perceive the most concern with (1) parent

relationships and home conditions, (2) control and discipline, and (3) program. When comparing all the problems to the eight factors, the perceived concern was with (1) control and discipline, (2) parent relationships and home conditions, (3) student success, and (4) time.

Question 3

The results of the canonical correlation of the type(s) of certification held by the teachers and the eight identified factors failed to show any significant relationships. It appeared that, for this group of teachers, the type of certification held did not influence the teachers' perceptions of their work-related problems.

The results of the MANOVA of the demographic variables and the eight identified factors also failed to show any significant relationships. When looking at age of the teacher, the experience of the teacher, the highest degree earned, the length of the student day, the number of students in the class, the size of the school, or the geographic location of the school, it appeared that this group of teachers perceived their work-related problems in similar manners.

While the MANOVA did not show significant differences between the means of the categories within the variables, several variables did show directions of

concern. In the variable age, teachers who were 51 years or older had higher mean scores than teachers who were younger than 51 years of age. For the highest earned degree, teachers who had only a high school diploma had the highest mean scores for seven of the factors. But for the factor Control and Discipline, these teachers had means that were similar to the college trained and graduate degree teachers. Finally, teachers in suburban schools expressed more concern than teachers in inner-city, rural, or outer-city schools.

Discussion

For the validity and reliability of the instruments for this study, the only area of concern to the researcher was the significant difference between the problems generated by the odd and even groups on the PETYI. An item by item examination of the number of problems generated by each group showed that the numbers were more similar than they were different. While the totals were significantly different, it appeared that the individual items were not, and that the groups generated the problems in a relatively similar manner.

There is an assertion that if you can find out what teachers' problems are, you have gained valuable insight into their world and are in a position to help them to accept, reduce, or eliminate the problems (Cruickshank &

Myers, 1975). This study's intention was to do just that. In identifying their significant problems, prekindergarten teachers expressed the most concern in three of the eight factors; (1) parent relationships and home conditions, (2) control and discipline, and (3) the prekindergarten program. The significant parent and home concerns involved the education of the parent (proper discipline techniques, understanding the child's behavior, understanding the atypical child, and home hygiene) and parent participation in their child's education (helping in the classroom, attending conferences and school events, and helping to solve their child's school problems).

Many teachers expressed the desire to see a parent education component as part of the Early Intervention Program. A parent component could easily focus on the areas that the teachers perceive as being the main concerns. While most districts have parent participation as a requirement for the program, and are dealing with some of these issues, there is frustration among the teachers regarding parents who do not comply with the requirements.

Problems related to control and discipline dealt with aggressive children, uncooperative children, and attention seeking children. There were also concerns

with following rules and routines, and inappropriate language.

Generally, "at-risk" students are considered to be more difficult to manage than average students. It is partly due to this belief that many districts designed prekindergarten programs with a lower teacher-pupil ratio and a second adult in the classroom. In rating control and discipline as an area of high concern, the teachers appeared to be indirectly asking for more training in dealing with these students. In these matters, it appears that the public school prekindergaten teacher in Florida are not unlike teachers in other settings where discipline is a concern, and a probable need for further training exists. Instead of being a K-12 problem, control and discipline can be thought of as being a PreK-12 problem.

The third factor incorporates problems with the program itself, either at the state or local level. The significant problems in this study covered budget concerns, getting special services and placements for students, concern that children are being excluded from the program due to strict, state family income requirements, and dealing with low salaries. This factor of problems with the policies and laws that govern the program appears to be very unique, relating only to this study.

Frequent and Bothersome Problems

It is interesting to note that 32 of the problems on the TPC-PPk were rated by teachers as being significantly frequent, and significantly bothersome. Of the top ten problems, eight appeared on both the frequent and bothersome scales (Items 2, 12, 29, 39, 40, 68, 70, and 72). In addition, of the top ten problems on the significantly frequent scale, three involved parents and home conditions (Items 12, 39, and 70), three involved control and discipline (Items 2, 53, and 68), and three involved program (Items 5, 40, and 72). On the significantly bothersome scale, the top ten included four problems involving parents and home conditions (Items 3, 12, 39, and 70), three involving control and discipline (Items 2, 10, and 68), and two involving program (Items 40 and 72). This similarity between the scales seems to suggest that for this group of teachers, the frequency of the problem occurring is an indicator of the bothersomeness of the problem.

In reviewing the lowest ranked problems, there appears to be an indication of job satisfaction among the prekindergarten teachers. Maintaining enthusiasm for the job (Item 105), relations with the school principal (Items 43 and 83), and getting support from the prekindergarten supervisor (Item 28) were all low

frequency and low bothersome problems. In addition, working with the aide in the classroom (Items 22, 38, 78, 86, 94, and 110) was not a problem of concern to the teachers. Once again, the frequency ranking of the problem, and the bothersome ranking of the problem were quite similar.

Identified Problems and Demographic Variables

From the demographic information provided, the average prekindergarten teacher in Florida is a female between the ages of 31 and 50. She has a bachelor's degree, is certified in early childhood and elementary education, and has taught for approximately 12 years. There are more than 18 students in her prekindergarten class which lasts for more than five hours per school day. She teaches in a school which is located in a rural or an inner-city setting that has a population of less than 651 students.

The profile demonstrates that, overall, prekindergarten students in Florida are being served by well prepared teachers. A large majority are college graduates and have early childhood certification. The age of the teacher and the average 12 years of experience indicate that they were free to choose this teaching position, that it was not forced upon them due to a lack of seniority. In addition, the inner-city and rural

locations of the schools that house the programs are consistent with where economically "at-risk" students would probably reside.

As previously indicated, no significant relationships were found between the problems perceived by the teachers and the demographic variables. This gives an indication that these teachers perceived their work-related problems in similar manners.

Recommendations

The results of this study show that public school prekindergarten teachers in Florida experience problems in their professional lives. It also shows that these teachers can identify and communicate their work-related problems, and can validate which problems are frequent and bothersome. The ranking of the problems is descriptive data, but it is meaningful and is the most valid and generalizable data from this study. It demonstrates that there are problems that are very important to this group of teachers.

The results of this study appear to be useful to three areas of the educational community. The first is the area of inservice training. Prekindergarten teachers in Florida have concerns that fall into eight factors. The teachers have identified two factors that give them the most concern, parent relationships and home

conditions, and control and discipline. Inservice training developed around these two factors would be highly relevant to these teachers.

In addition, specific problems within these factors have also been identified. Training in methods of educating parents, getting parents to participate in the classroom, handling aggressive children, and getting children to follow rules would not only be highly relevant, but would help solve the problems that the teachers are actually experiencing.

Second, this information could prove useful in the preservice training of teachers. Comparing the problems identified by prekindergarten teachers to the preservice curriculum may suggest that certain courses or experiences could be added, eliminated, or changed. Courses that deal with parents or discipline could be evaluated to see if they are covering the specific problems identified by the teachers. In addition, cooperating teachers for student teachers should be made aware of the problems and emphasis should be placed on learning how to deal with, and overcome the problems.

Third, there is a need for change in the Florida Early Intervention Program at the state and local levels. Teachers see the program as being too restrictive, only admitting students whose families qualify at the free

lunch economic level. The teachers feel that students who also could benefit from the program are being excluded, and would like to see more latitude in the imposed income requirements. There is also a perception of difficulty in getting special services and placements for prekindergarten students, and that teachers in other grades may have an easier time with this. In addition, there are concerns about obtaining adequate budgets and teachers purchasing items with their own money. Many activities, such as cooking experiences, are highly recommended in the prekindergarten curriculum, but the purchase of the materials, such as food items, with program funds is not allowed. All of these policies and laws should be addressed and modified where possible.

The Prekindergaten Early Intervention Program in Florida is a successful program, even though it has been in existence for only a short period of time. The identification of problems and the recommendations from this study are made with the idea of further improving the program. The impact of this study depends on the willingness of educators and legislators to make changes and correct the problems that prekindergarten teachers are experiencing. The net benefits of these changes will be the improved educational experience of the teachers, the students, and the parents alike.

APPENDIXES

APPENDIX A: Generation Phase

Florida State University
115 Stone Building
Tallahassee, FL 32306
904-644-5458

May 4, 1990

Dear Prekindergarten Teacher,

The Florida Early Intervention Prekindergarten Program currently operates in 65 of the 67 Florida school districts and serves over 17,000 preschoolers. Despite this fact, very little is known about the problems experienced during the school day by teachers like yourself. We, in consultation with the Department of Education, are attempting to identify these problems.

You are one of a small number of prekindergarten teachers who are being asked to provide information on this matter. Your name was drawn in a random sample of the entire state. In order that the results will truly represent the thinking of prekindergarten teachers in the state of Florida, it is important the enclosed forms be completed and returned.

You may be assured of complete confidentiality. The enclosed return envelope includes an identification number solely for mailing purposes. Specific information supplied by you will only be used for this research, and will not be released.

The results of this project will be shared with several members of the Florida educational community; those responsible for inservice training, those responsible for preservice training, and the decision-makers who set the educational policies and funding that effect prekindergarten teachers. You may receive a summary of the results by writing "copy of results requested" on the back of the envelope.

I would be most happy to answer any questions you might have. Please feel free to write or call.

Thank you for your assistance.

Sincerely,

Stephen Micklo
Project Director

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Appendix A (con't)

Directions

I. Beginning on the day that you receive your materials, please fill out one of the buff colored forms describing the work-related incident that caused you the greatest concern that day. Describe the incident in as much detail as possible using the back of the sheet if necessary. Then reduce the incident to a short statement at the bottom. Continue to fill out one sheet each school day until the five sheets are completed.

II. During these five school days, please fill out the green sheets describing the work-related incidents that caused you the greatest concern during this school year (even if you taught only part of the year). Describe the incident in as much detail as possible, and again reduce it to a short statement. Whether the problem was solved or not is not of issue, just the problem itself.

III. At the end of the five school days, please place the completed buff and green forms in the enclosed envelope and return them. If an ivory demographic sheet is included in your materials, please fill it out and return it with the other forms.

Thank you.

Appendix A (con't)

BIGGEST PROBLEM TODAY INVENTORY

The work-related incident which caused me the greatest concern today happened as follows: (Please describe the incident in as much detail as possible.)

I believe the problem described above could be stated in about 20 words as follows:

Stephen Hicklo 115 Stone Building Florida State University Tallahassee, FL 32306

Appendix A (con't)

PROBLEMS ENCOUNTERED THIS YEAR INVENTORY

The work-related incident which caused me the greatest concern this year happened as follows: (Please be reflective and consider concerns that occurred at different times of the year, whether or not they have been solved. Please describe the incident in as much detail as possible.)

I believe the problem described above could be stated in about 20 words as follows:

Stephen Micklo 115 Stone Building Florida State University Tallahassee, FL 32306

Appendix A (con't)

Generation Phase Follow-Up

Florida State University
115 Stone Building
Tallahassee, FL 32306

May 18, 1990

Dear PreK Teacher,

Last week materials concerning the problems of Florida prekindergarten teachers were mailed to you. Your name was drawn in a random sample of prekindergarten teachers in Florida.

If you have already completed and returned your materials to us, please accept our sincere thanks. If not, please do so today. Because this mailing was sent to a small, but representative sample, it is extremely important that your information be included in this research.

If by some chance you did not receive the materials, or they were misplaced, please call me collect at 904-942-1916 and they will be sent out immediately.

Sincerely,

Stephen Micklo
Project Director

Appendix A (con't)

Generation Phase Second Follow-Up

Florida State University
115 Stone Building
Tallahassee, FL 32306

May 28, 1990

Dear PreK Teacher,

I am writing to you about our study of the problems of PreK teachers in Florida. To date, we have not received your completed survey.

The large number of surveys returned is very encouraging. But, to accurately describe what problems PreK teachers are actually experiencing, we need your input.

May I urge you to complete and return your survey as quickly as possible. Your contribution to this study will be greatly appreciated.

Sincerely,

Stephen Micklo
Project Director

APPENDIX B: Validation Phase

Cover Letter

Madeira Beach Prekindergarten Center
Madeira Beach Elementary School
749 Madeira Beach Causeway
Madeira Beach, FL 33708
813-392-2860

October 23, 1990

Dear PreK Teacher,

As a teacher of young children, you are faced with a host of problems on a daily basis. We, in consultation with the Department of Education Prekindergarten Early Intervention Program, are attempting to identify these problems.

Enclosed you will find a Teacher Problem Checklist which contains problems faced by other PreK teachers in Florida. We want to know if you face similar problems, and to what degree they are frequent and bothersome to you. In order that the results will truly represent the thinking of PreK teachers in the state, it is important that the forms be completed and returned.

You may be assured of complete confidentiality. Specific information supplied by you will only be used for this research. You may receive a summary of the results by writing "copy of results requested" on the back of the envelope.

Please rate the problems and return the checklist without delay. The results may have a direct impact on improving your life in the classroom.

Thank you for your assistance,

Stephen Micklo
PreK Teacher

Appendix B (con't)

Cover Letter to Generation Sample

Madeira Beach Prekindergarten Center
Madeira Beach Elementary School
749 Madeira Beach Causeway
Madeira Beach, FL 33708
813-392-2860

October 23, 1990

Dear PreK Teacher,

Thank you for participating in the survey conducted through Florida State University last spring, concerning problems of public school prekindergarten teachers in Florida. The information that you supplied was most helpful.

In part two of this study, we are requesting additional information. Enclosed you will find a Teacher Problem Checklist which contains some of the problems faced by other PreK teachers in Florida. We want to know if you face similar problems, and to what degree they are frequent and bothersome to you. In order that the results will truly represent the thinking of PreK teachers in the state, it is important that the forms be completed and returned.

You may again be assured of complete confidentiality. Specific information supplied by you will only be used for this research. You will receive a summary of the results, after the first of the year.

Please rate the problems and return the checklist without delay. This information may have a direct impact on improving your life in the classroom.

Thank you for your assistance,

Stephen Micklo
PreK Teacher

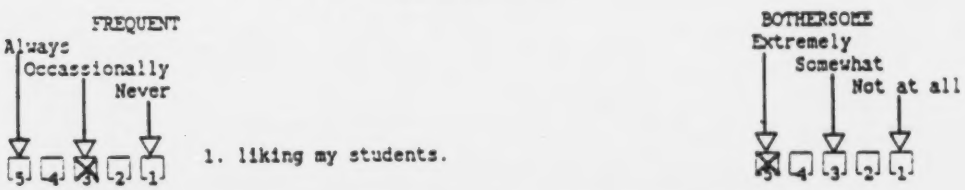
Appendix B (con't)

TEACHER PROBLEM CHECKLIST-PUBLIC PREKINDERGARTEN
(TPC-PPK)

The problems on this checklist have been reported by PreK teachers in Florida. They may reflect problems that you face. Please respond to each statement in the following manner.

FREQUENT	BOTHERSOME
Never-problem does not occur.	Not at all-problem does not interfere with one's comfort or peace of mind.
Occasionally-problem occurs now and then.	Somewhat-problem interferes, but one can quickly return to the normal routine.
Always-problem occurs continually.	Extremely-problem interferes, and also causes trouble or weariness.

Example: Below is a sample problem and one teachers responses to it. Preface this and every problem with the words
"I have a problem..."



The example shows that the teacher felt that "liking my students" is only an occasional problem, but that when it happens, it is extremely bothersome.

Since there are five choices related to the frequency of occurence of the problem, and five choices related to the extent of the bothersomeness, many combinations of responses are possible. Please remember to respond to each statement in both ways.

Appendix B (con't)

"I HAVE A PROBLEM.. "

FREQUENT (Always / Occasionally / Never)		BOTHERSOME (Extremely / Somewhat / Not At All)
[5] [4] [3] [2] [1]	1. helping children find positive ways to satisfy their need for attention.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	2. preventing aggressive children from interfering with others.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	3. getting parents to use appropriate discipline techniques at home, or when working in the classroom.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	4. accepting my district's low salary levels.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	5. obtaining certain materials, such as cooking supplies, through the normal budget process.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	6. being assigned extra PreK program duties as the year progresses.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	7. dealing with cafeteria tables and chairs that are too high for my students.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	8. gaining support and cooperation from my principal.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	9. maintaining communication with parents after I had reported them to HRS.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	10. developing techniques to work with children who do not respond to attempts to correct their misbehavior.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	11. getting my aide to work and contribute as a team-member.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	12. getting parents to comply with program "participation" requirements of conferences, volunteering, etc.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	13. being able to complete all the testing, "paper-work", and curriculum requirements of my program.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	14. meeting the needs of children in a class that contains 3 and 4 year olds.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	15. being unable to call the office from my classroom/portable, creating safety	[5] [4] [3] [2] [1]

Stephen Micklo Madeira Beach PreK Center Madeira Beach Elementary
749 Madeira Beach Causeway Madeira Beach, FL 33708

Appendix B (con't)

"I HAVE A PROBLEM.. "

FREQUENT (Always / Occasionally / Never) — BOTHERSOME (Extremely / Somewhat / Not At All)

concerns.

16. feeling isolated because PreK is not included in the regular school schedules and activities.
17. needing necessary information to meet the needs of my students and their families, but am denied access to it by state and local agencies.
18. dealing with the inconsistency of teaching an individualized program and giving an end of year skills test.
19. obtaining adequate custodial service.
20. needing a safe outdoor play area designed for young children.
21. knowing how to help the special or atypical child.
22. obtaining adequate training, or retraining for my aide.
23. educating parents about the importance of home hygiene practices.
24. having bus schedules determine my students' hours.
25. adapting my program after district budget cuts during the year.
26. planning activities to satisfy a wide variety of achievement levels in the class.
27. getting students from our classroom or portable to the main school building during rainstorms and inclement weather, with no covered walkways.
28. getting support and cooperation from my PreK supervisor.
29. knowing how to counteract children's negative home environment.

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Appendix B (con't)

"I HAVE A PROBLEM.. "

FREQUENT (Always / Occasionally / Never)		BOTHERSOME (Extremely / Somewhat / Not At All)
[5] [4] [3] [2] [1]	30. having an aide assigned to me, and not being included in the hiring process.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	31. helping parents of special or atypical children recognize and adjust to their children's needs.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	32. obtaining bus transportation for students when it is an extra burden for their parents to transport them.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	33. understanding and following all the district procedures for spending my budget.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	34. having to ride the bus and supervise students when my aide is absent.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	35. obtaining toys and equipment that are sturdy enough for use by young children.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	36. getting important messages during the school day.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	37. handling the situation when a child does not follow instructions and refuses to cooperate.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	38. getting my aide to develop responsibility and enthusiasm for the job.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	39. getting parents to attend scheduled conferences or school events.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	40. dealing with the state's strict family income requirements, which excludes children who could also benefit from the program.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	41. spending much of the school day trying to teach students to use self-discipline, and not seeing progress.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	42. being unable to hear school fire bells and emergency warnings in my isolated classroom/portable.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	43. getting my principal to accept play as the curriculum for PreK.	[5] [4] [3] [2] [1]

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Appendix B (con't)

"I HAVE A PROBLEM.. "

FREQUENT (Always / Occasionally / Never)		BOTHERSOME (Extremely / Somewhat / Not At All)
[5] [4] [3] [2] [1]	44. getting parents to maintain regular student attendance.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	45. eliminating inappropriate social skills and language learned at home.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	46. teaching when my aide is absent and district policy does not allow for substitutes.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	47. getting parent cooperation in solving their children's school-related problems.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	48. needing help in the classroom during the end of the year testing.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	49. dealing with a school day that is too long for the students.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	50. teaching in a classroom that is too small for my program.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	51. maintaining professional communication with other PreK teachers.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	52. promoting appropriate student eating habits and food choices.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	53. getting children to use words and not hit others when they are angry.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	54. obtaining qualified substitutes for PreK teachers and aides.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	55. getting parents to supply accurate, up-to-date information for our files.	[5] [4] [3] [2] [1]

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Appendix B (con't)

"I HAVE A PROBLEM.. "

FREQUENT (Always / Occasionally / Never)		BOTHERSOME (Extremely / Somewhat / Not At All)
[5] [4] [3] [2] [1]	56. keeping up with, and adapting to, the local PreK policy changes during the year.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	57. getting food services to adapt menus and portions to PreK students.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	58. dealing with sinks and fountains that are too high for my students.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	59. getting students to communicate their needs to me.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	60. obtaining special services and/or placements for students in a timely manner.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	61. finding time to meet and plan with my aide.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	62. getting parents to provide minimal health and dental care for their children.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	63. finding in-service meetings that meet my needs.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	64. obtaining money to replace lost or damaged classroom materials.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	65. being assigned duties and responsibilities that are not assigned to other teachers in the school.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	66. having no running water in my classroom or portable.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	67. getting school staff to feel that my needs for their services are as important as other teachers' needs.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	68. helping children who constantly seek attention through negative behavior.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	69. getting children to do what I ask them to do.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	70. helping parents understand and deal appropriately with their children's behavior.	[5] [4] [3] [2] [1]

Stephen Micklo Madeira Beach PreK Center Madeira Beach Elementary
749 Madeira Beach Causeway Madeira Beach, FL 33708

Appendix B (con't)

"I HAVE A PROBLEM.. "

FREQUENT (Always / Occasionally / Never)		BOTHERSOME (Extremely / Somewhat / Not At All)
[5] [4] [3] [2] [1]	71. being required to supervise students on the bus.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	72. having to purchase classroom materials using my own money, or do without.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	73. being responsible to supervise students and arrange for their pick-up, when they are not met by parents at the bus stop, and are returned to school.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	74. having my students ride school buses that are not equipped with restraints or seat belts.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	75. finding time to communicate with my PreK supervisor.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	76. meeting each student's individual daily social and emotional needs.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	77. getting children to adapt to a change in the daily routine.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	78. teaching a small group because of my aide's inability to control the rest of the class.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	79. finding time away from the children during the school day, to use the bathroom, etc..	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	80. obtaining a larger budget for my program.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	81. making transitions between activities go smoothly.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	82. finding times when the school playground is available for my students' use.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	83. working with a principal who will not assist me in the discipline of my students.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	84. having HRS pick-up a child from my classroom, causing fear and anxiety in many of the children.	[5] [4] [3] [2] [1]

Stephen Micklo Madeira Beach PreK Center Madeira Beach Elementary
749 Madeira Beach Causeway Madeira Beach, FL 33708

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Appendix B (con't)

"I HAVE A PROBLEM.. "

FREQUENT (Always / Occasionally / Never)		BOTHERSOME (Extremely / Somewhat / Not At All)
[5] [4] [3] [2] [1]	85. maintaining respectful and friendly relations among children.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	86. dealing with my aide who discusses confidential student matters outside the classroom.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	87. dealing with my district's lack of enforcement of parent "participation" requirements, with those who do not comply.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	88. spending my own time doing necessary classroom and program tasks.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	89. planning and organizing meaningful field trips.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	90. having no student bathroom in, or near, my classroom/portable.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	91. getting school administration and staff to understand developmentally appropriate practices.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	92. helping children who are experiencing a family crisis or a disruption in their normal family routine.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	93. knowing how to handle children's aggressive behavior.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	94. teaching with an aide who I feel should not be working with young children.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	95. getting parenting classes and workshops for parents.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	96. doing home visits.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	97. understanding the reason for children's problem behavior.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	98. dealing with student bathroom facilities that are in need of constant repair.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	99. gaining acceptance for PreK from the staff in my school.	[5] [4] [3] [2] [1]

Stephen Micklo Madeira Beach PreK Center Madeira Beach Elementary
749 Madeira Beach Causeway Madeira Beach, FL 33708

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Appendix B (con't)

"I HAVE A PROBLEM.. "

FREQUENT (Always / Occasionally / Never)		BOTHERSOME (Extremely / Somewhat / Not At All)
[5] [4] [3] [2] [1]	100. meeting an individual student's needs without neglecting the group.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	101. getting children to learn and follow room rules and routines.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	102. teaching when my aide is "pulled" from my room for duty or meetings in other areas of the school or district.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	103. promoting and maintaining effective mutual communication between home and school.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	104. interpreting conflicting instructions and expectations from different district personnel, creating a "no-win" situation for PreK teachers.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	105. maintaining enthusiasm for my job.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	106. having too many children in my class.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	107. maintaining effective communication with school administrators and staff.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	108. giving adequate attention to the special or atypical child, without neglecting other children.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	109. getting children to clean up.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	110. getting my aide to discipline children without yelling or threatening them.	[5] [4] [3] [2] [1]
[5] [4] [3] [2] [1]	111. getting parents to bring and/or pick-up students on time.	[5] [4] [3] [2] [1]

Stephen Micklo Madeira Beach PreK Center Madeira Beach Elementary
749 Madeira Beach Causeway Madeira Beach, FL 33708

Appendix B (con't)

Follow-Up Letter

Madeira Beach Prekindergarten
749 Madeira Beach Causeway
Madeira Beach, FL 33708
813-392-2860

November 6, 1990

Recently, materials concerning the problems of Florida prekindergarten teachers were mailed to you. If you have already completed and returned your survey, please accept our sincere thanks. If not, please do so today. Because this mailing was sent to a small, but representative, sample of PreK teachers in Florida, it is extremely important that your information be included in this research.

If by some chance you did not receive the materials, or they were misplaced, please contact me and they will be sent out immediately.

Sincerely,

Stephen Micklo

Appendix B (con't)

WHO I AM

Information requested here is for the purposes of the study only. Specific information about individuals will not be released.

ENTER NUMBER OF YEARS FOR EACH CATEGORY THAT APPLIES TO YOU

Number of Years of Teaching Experience

___Public school prekindergarten
___Public school kindergarten
___Public school elementary (grade 1 to 6)
___Public school secondary (grade 7 to 12)
___Non-public kindergarten or preschool
___Non-public elementary
___Head Start
___Day Care
___Other, please specify _____

PLEASE CHECK ALL AREAS BELOW AS THEY APPLY TO YOU

Teaching Certification

___Early Childhood (through kindergarten)
___Elementary (grade 1 to 6)
___Secondary (grade 7 to 12)
___Special Education
___CDA
___Other, please specify _____

Your Age

___20-30
___31-40
___41-50
___51-60
___61+

Sex

__F
__M

Highest Degree You Hold

___PhD
___Master's
___BA or BS
___AA
___High School

Number of Students in Your Class

___less than 10
___10 or 11
___12 to 14
___15 to 18
___more than 18

Length of the School Day For Your Students

___less than 3 hours
___3 to 4 hours
___4 to 5 hours
___5 to 6 hours
___more than 6 hours

Number of Students in Your School

___less than 500
___501 to 650
___651 to 800
___801 to 950
___more than 951

Classify Your School

___inner-city
___outer-city
___suburban
___rural

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Table 1

Sex of the Teacher

Sex	Frequency	Percent	Cumulative frequency	Cumulative percent
Female	240	100.0	240	100.0

Table 2

Age of the Teacher

Age	Frequency	Percent	Cumulative frequency	Cumulative percent
20-30	49	20.9	49	20.9
31-40	87	37.2	136	58.1
41-50	77	32.9	213	91.0
51-60	18	7.7	231	98.7
61+	3	1.3	234	100.0

Table 3

Highest Degree

Degree	Frequency	Percent	Cumulative frequency	Cumulative percent
None	1	0.4	1	0.4
PhD	1	0.4	2	0.8
Master's	69	29.0	71	29.8
BA/BS	146	61.3	217	91.2
AA	6	2.5	223	93.7
High School	15	6.3	238	100.0

Table 4

Years of Experience

Years exper.	Frequency	Percent	Cumulative frequency	Cumulative percent
0	1	0.4	1	0.4
1	9	3.8	10	4.2
2	13	5.5	23	9.7
3	18	7.6	41	17.2
4	10	4.2	51	21.4
5	10	4.2	61	25.6
6	18	7.6	79	33.2
7	10	4.2	89	37.4
8	8	3.4	97	40.8
9	9	3.8	106	44.5
10	9	3.8	115	48.3
11	10	4.2	125	52.5
12	14	5.9	139	58.4
13	11	4.6	150	63.0
14	12	5.0	162	68.1
15	4	1.7	166	69.7
16	4	1.7	170	71.4
17	11	4.6	181	76.1
18	8	3.4	189	79.4
19	8	3.4	197	82.8
20	11	4.6	208	87.4
21	4	1.7	212	89.1
22	2	0.8	214	89.9
23	3	1.3	217	91.2
24	3	1.3	220	92.4
25	1	0.4	221	92.9
26	2	0.8	223	93.7
27	3	1.3	226	95.0
28	3	1.3	229	96.2
29	2	0.8	231	97.1
30	2	0.8	233	97.9
31	1	0.4	234	98.3
32	1	0.4	235	98.7
33	1	0.4	236	99.2
34	1	0.4	237	98.6
35	1	0.4	238	100.0

Table 5

Type of Certification

Early Chld	Elem	Second	Spec Ed	CDA	Other
191	186	15	19	21	28

Table 6

Number of Students in the Class

Class size	Frequency	Percent	Cumulative frequency	Cumulative percent
Under 10	5	2.1	5	2.1
10-11	4	1.7	9	3.7
12-14	15	6.3	24	10.0
15-18	44	18.3	68	28.3
18+	172	71.7	240	100.0

Table 7

Length of the School Day

Length	Frequency	Percent	Cumulative frequency	Cumulative percent
Under 3 hours	0	0.0	0	0.0
3-4 hours	8	3.3	8	3.3
4-5 hours	24	10.0	32	13.3
5-6 hours	111	46.1	143	59.3
Over 6 hours	98	40.7	241	100.0

Table 8

Number of Students in the School

School size	Frequency	Percent	Cumulative frequency	Cumulative percent
Under 500	84	35.1	84	35.1
501-650	53	22.2	137	57.3
651-800	42	17.6	179	74.9
801-950	36	15.1	215	90.0
Over 950	24	10.0	239	100.0

Table 9

Geographic Characteristic

Location	Frequency	Percent	Cumulative frequency	Cumulative percent
Inner-city	65	27.9	65	27.9
Outer-city	41	17.6	106	45.5
Suburban	46	19.7	152	65.2
Rural	81	34.8	233	100.0

Table 10

Correlated Means t-Test for Problem Generation of the Odd and Even Groups

Variable	N	Mean	Std. error	t	Significance
MBPTI	111	0.3873	0.2183	1.77	0.0789
PETYI	111	0.4594	0.1171	3.92	0.0002

($p \leq .05$)

Table 11

Spearman Correlation

Variable	N	Mean	Std. dev.	Median
Totals	111	5.1171	4.8910	4.0000
Frequent	111	2.5385	0.5740	2.5833
Bothersome	111	2.7225	0.5858	2.7407
Both	111	2.6305	0.5741	2.6620

Correlation Coefficients

	Total	Freq	Bother	Both
Total	1.000	0.3512	0.3796	0.3703
Freq	0.3512	1.0000	0.9630	0.9891
Bother	0.3796	0.9630	1.0000	0.9908
Both	0.3703	0.9891	0.9908	1.0000

Table 12

Frequent Problems Ranked by Means

Rank	Item	Problem statement	Mean
1	5	Obtaining certain materials, such as cooking supplies, through the normal budget process.	3.6666
2	39	Getting parents to attend scheduled conferences or school events.	3.5740
3	40	Dealing with the state's strict family income requirements, which excludes children who could also benefit from the program.	3.5185
4	72	Having to purchase classroom materials using my own money, or do without.	3.4814
5	12	Getting parents to comply with program "participation" requirement of conferences, volunteering, etc.	3.4351
6	68	Helping children who constantly seek attention through negative behavior.	3.3981
7	4	Accepting my district's low salary levels.	3.3796
8	70	Helping parents understand and deal appropriately with their children's behavior.	3.3425
9	29	Knowing how to counteract children's negative home environment.	3.2963
10	53	Getting children to use words and not hit others when they are angry.	3.2685
11	3	Getting parents to use appropriate discipline techniques at home, or when working in the classroom.	3.2596

Table 12 (con't)

Rank	Item	Problem statement	Mean
12	13	Being able to complete all the testing, "paper-work", and curriculum requirements of my program.	3.2500
13	2	Preventing aggressive children from interfering with others.	3.1481
14	16	Feeling isolated because PreK is not included in the regular school schedules and activities.	3.1388
15	10	Developing techniques to work with children who do not respond to attempts to correct their misbehavior.	3.1203
16	55	Getting parents to supply accurate, up-to-date information for our files.	3.1203
17	60	Obtaining special services and/or placements for students in a timely manner.	3.1111
18	54	Obtaining qualified substitutes for PreK teachers and aides.	3.1018
19	64	Obtaining money to replace lost or damaged classroom materials.	3.1018
20	80	Obtaining a larger budget for my program.	3.0925
21	88	Spending my own time doing necessary classroom and program tasks.	3.0833
22	76	Meeting each student's individual daily social and emotional needs.	3.0740
23	100	Meeting an individual student's needs without neglecting the group.	3.0740

Table 12 (con't)

Rank	Item	Problem statement	Mean
24	27	Getting students from our classroom or portable to the main school building during rainstorms and inclement weather, with no covered walkways.	3.0648
25	74	Having my students ride school buses that are not equipped with restraints or seat belts.	3.0556
26	108	Giving adequate attention to the special or atypical child, without neglecting other children.	3.0370
27	45	Eliminating inappropriate social skills and language learned at home.	2.9907
28	62	Getting parents to provide minimal health and dental care for their children.	2.9907
29	79	Finding time away from the children during the school day, to use the bathroom, etc.	2.9814
30	23	Educating parents about the importance of home hygiene practices.	2.9813
31	31	Helping parents of special or atypical children recognize and adjust to their children's needs.	2.9444
32	59	Getting students to communicate their needs to me.	2.9444
33	20	Needing a safe outdoor play area designed for young children.	2.9074
34	21	Knowing how to help the special or atypical child.	2.8981

Table 12 (con't)

Rank	Item	Problem statement	Mean
35	1	Helping children find positive ways to satisfy their need for attention.	2.8888
36	46	Teaching when my aide is absent and district policy does not allow for substitutes.	2.8611
37	47	Getting parent cooperation in solving their children's school-related problems.	2.8611
38	101	Getting children to learn and follow room rules and routines.	2.8611
39	93	Knowing how to handle children's aggressive behavior.	2.8411
40	52	Promoting appropriate student eating habits and food choices.	2.8240
41	61	Finding time to meet and plan with my aide.	2.7963
42	37	Handling the situation when a child does not follow instructions and refuses to cooperate.	2.7870
43	41	Spending much of the school day trying to teach students to use self-discipline, and not seeing progress.	2.7685
44	69	Getting children to do what I ask them to do.	2.9768
45	92	Helping children who are experiencing a family crisis or a disruption in their normal family routine.	2.7247
46	109	Getting children to clean up.	2.7129
47	50	Teaching in a classroom that is too small for my program.	2.7037

Table 12 (con't)

Rank	Item	Problem statement	Mean
48	67	Getting school staff to feel that my needs for their services are as important as other teachers' needs.	2.7037
49	25	Adapting my program after district budget cuts during the year.	2.6851
50	111	Getting parents to bring and/or pick-up students on time.	2.6574
51	44	Getting parents to maintain regular student attendance.	2.6388
52	6	Being assigned extra PreK program duties as the year progresses.	2.6018
53	77	Getting children to adapt to a change in the daily routine.	2.6018
54	99	Gaining acceptance for PreK from the staff in my school.	2.6018
55	35	Obtaining toys and equipment that are sturdy enough for use by young children.	2.5925
56	26	Planning activities to satisfy a wide variety of achievement levels in the class.	2.5833
57	56	Keeping up with, and adapting to, the local PreK policy changes during the year.	2.5740
58	63	Finding in-service meetings that meet my needs.	2.5648
59	97	Understanding the reason for children's problem behavior.	2.5555
60	19	Obtaining adequate custodial services.	2.5463

Table 12 (con't)

Rank	Item	Problem statement	Mean
61	36	Getting important messages during the day.	2.5370
62	81	Making transitions between activities go smoothly.	2.5277
63	91	Getting school administration and staff to understand developmentally appropriate practices.	2.5277
64	103	Promoting and maintaining effective mutual communication between home and school.	2.5277
65	51	Maintaining professional communication with other PreK teachers.	2.4814
66	87	Dealing with my district's lack of enforcement of parent "participation" requirements, with those who do not comply.	2.4722
67	24	Having bus schedules determine my students' hours.	2.4629
68	85	Maintaining respectful and friendly relations among children.	2.4444
69	75	Finding time to communicate with my PreK supervisor.	2.4166
70	33	Understanding and following all the district procedures for spending my budget.	2.3796
71	49	Dealing with a school day that is too long for the students.	2.3796
72	57	Getting food services to adapt menus and portions to PreK students.	2.3796

Table 12 (con't)

Rank	Item	Problem statement	Mean
73	58	Dealing with sinks and fountains that are too high for my students.	2.3796
74	30	Having an aide assigned to me, and not being included in the hiring.	2.3518
75	8	Gaining support and cooperation from my principal.	2.3148
76	104	Interpreting conflicting instructions and expectations from different district personnel creating a "no-win" situation for PreK teachers.	2.3148
77	95	Getting parenting classes and workshops for parents.	2.2777
78	7	Dealing with cafeteria tables and chairs that are too high for my students.	2.2500
79	106	Having too many children in my class.	2.2407
80	18	Dealing with the inconsistency of teaching an individualized program and giving an end of year skills test.	2.2129
81	96	Doing home visits.	2.1944
82	15	Being able to call the office from my classroom/portable, creating safety.	2.1759
83	89	Planning and organizing meaningful field trips.	2.1759
84	107	Maintaining effective communication with school administrators and staff.	2.1666

Table 12 (con't)

Rank	Item	Problem statement	Mean
85	48	Needing help in the classroom during the end of the year testing.	2.0833
86	102	Teaching when my aide is "pulled" from my room for duty or meetings in other areas of the school or district.	2.0556
87	73	Being responsible to supervise students and arrange for their pick-up when they are returned to school.	2.0277
88	14	Meeting the needs of children in a class that contains 3 and 4 year olds.	2.0092
89	22	Obtaining adequate training, or retraining for my aide.	2.0091
90	38	Getting my aide to develop responsibility and enthusiasm for the job.	1.9814
91	82	Finding times when the school playground is available for my students' use.	1.9814
92	9	Maintaining communication with parents after I had reported them to HRS.	1.9722
93	11	Getting my aide to work and contribute as a team-member.	1.9166
94	105	Maintaining enthusiasm for my job.	1.8981
95	42	Being unable to hear school fire bells and emergency warnings in my isolated classroom/portable.	1.8703
96	32	Obtaining bus transportation for students when it is an extra burden	

Table 12 (con't)

Rank	Item	Problem statement	Mean
		for their parents to transport them.	1.8518
97	43	Getting my principal to accept play as the curriculum for PreK.	1.8425
98	28	Getting support and cooperation from my PreK supervisor.	1.8333
99	65	Being assigned duties and responsibilities that are not assigned to other teachers in the school.	1.8333
100	83	Working with a principal who will not assist me in the discipline of my students.	1.7685
101	110	Getting my aide to discipline children without yelling or threatening them.	1.7685
102	17	Needing necessary information to meet the needs of my students and their families, but am denied access to it by state and local agencies.	1.7407
103	78	Teaching a small group because of my aide's inability to control the rest of the class.	1.6944
104	98	Dealing with student bathroom facilities that are in need of constant repair.	1.6481
105	94	Teaching with an aide who I feel should not be working with young children.	1.5000
106	86	Dealing with my aide who discusses confidential student matters outside the classroom.	1.4722

Table 12 (con't)

Rank	Item	Problem statement	Mean
107	34	Having to ride the bus and supervise students when my aide is absent.	1.3518
108	90	Having no student bathroom in, or near my classroom/portable.	1.3240
109	71	Being required to supervise students on the bus.	1.2963
110	66	Having no running water in my classroom or portable.	1.1759
111	84	Having HRS pick up a child from my classroom, causing fear and anxiety in many of the children.	1.1574

Univariate

Mean	2.5385	Standard Deviation	0.5740
Median	2.5833	Variance	0.3295
Q3-Q1	0.8240	Range	2.5092
Mode	2.3796	Kurtosis	-0.4362
Skewness	-0.3730		

A difference of 0.1294 is estimated to be a statistically meaningful difference between two items on the scale.

Table 13

Problems Identified as Being Significantly Frequent

	Problem statement	Mean	Stan. dev.	z
39	Getting parents to attend scheduled conferences or school events.	3.5740	1.129	9.517
70	Helping parents understand and deal appropriately with their children's behavior.	3.3425	0.987	8.447
68	Helping children who constantly seek attention through negative behavior.	3.3981	1.093	8.157
72	Having to purchase classroom materials using my own money, or do without.	3.2188	1.218	8.027
12	Getting parents to comply with program "participation" requirements of conferences, volunteering, etc.	3.4351	1.201	7.740
5	Obtaining certain materials, such as cooking supplies, through the normal budget process.	3.6666	1.528	7.660
2	Preventing aggressive children from interfering with others.	3.1481	0.829	7.618
29	Knowing how to counteract children's negative home environment.	3.2963	1.061	7.405
53	Getting children to use words and not hit others when they are angry.	3.2685	1.028	7.360

Table 13 (con't)

	Problem statement	Mean	Stan. dev.	z
40	Dealing with the state's strict family income requirements, which excludes children who could also benefit from the program.	3.5185	1.423	7.141
10	Developing techniques to work with children who do not respond to attempts to correct their misbehavior.	3.1203	0.883	6.830
3	Getting parents to use appropriate discipline techniques at home, or when working in the class.	3.2592	1.096	6.814
4	Accepting my district's low salary levels.	3.3796	1.425	6.121
100	Meeting an individual student's needs without neglecting the group.	3.0740	0.983	5.645
13	Being able to complete all the testing, "paper-work", and curriculum requirements of my program.	3.2500	1.354	5.448
55	Getting parents to supply accurate, up-to-date information for our files.	3.1203	1.243	4.850
108	Giving adequate attention to the special or atypical child without neglecting other children.	3.0370	1.067	4.840
45	Eliminating inappropriate social skills and language learned at home.	2.9907	0.981	4.774
59	Getting students to			

Table 13 (con't)

	Problem statement	Mean	Stan. dev.	z
	communicate their needs to me.	2.9444	0.915	4.591
62	Getting parents to provide minimal health and dental care for their children.	2.9907	1.045	4.479
60	Obtaining special services and/or placements for students in a timely manner.	3.1111	1.362	4.355
88	Spending my own time doing necessary classroom and program tasks.	3.0833	1.305	4.326
16	Feeling isolated because PreK is not included in the regular school schedules and activities.	3.1388	1.500	4.147
76	Meeting each student's individual daily social and emotional needs.	3.0740	1.351	4.107
64	Obtaining money to replace lost or damaged classroom materials.	3.1018	1.452	4.018
54	Obtaining qualified substitutes for PreK teachers and aides.	3.1018	1.459	4.001
80	Obtaining a larger budget for my program.	3.0925	1.437	3.995
31	Helping parents of special or atypical children recognize and adjust to their children's needs.	2.9444	1.066	3.941
21	Knowing how to help the special or atypical child.	2.8981	0.981	3.777

Table 13 (con't)

	Problem statement	Mean	Stan. dev.	z
23	Educating parents about the importance of home hygiene practices.	2.9813	1.220	3.739
1	Helping children find positive ways to satisfy their need for attention.	2.8888	1.026	3.533
79	Finding time away from the children during the school day, to use the bathroom, etc.	2.9814	1.414	3.244
47	Getting parent cooperation in solving their children's school related problems.	2.8611	1.036	3.220
27	Getting students from our classroom or portable to the main school building during rainstorms and inclement weather, with no covered walkways.	3.0648	1.784	3.057
93	Knowing how to handle children's aggressive behavior.	2.8411	1.020	3.035
74	Having my students ride school buses that are not equipped with restraints or seat belts.	3.0555	1.771	3.025
101	Getting children to learn and follow room rules and routines.	2.8611	1.114	2.994

($p \leq .01$)

Table 14

Bothersome Problems Ranked by Means

Rank	Item	Problem statement	Mean
1	2	Preventing aggressive children from interfering with others.	3.8055
2	40	Dealing with the state's strict family income requirements, which excludes children who could also benefit from the program.	3.7592
3	39	Getting parents to attend scheduled conferences or school events.	3.7222
4	68	Helping children who constantly seek attention through negative behavior.	3.6388
5	70	Helping parents understand and deal appropriately with their children's behavior.	3.6203
6	5	Obtaining certain materials, such as cooking supplies, through the normal budget process.	3.6018
7	10	Developing techniques to work with children who do not respond to attempts to correct their misbehavior.	3.5925
8	12	Getting parents to comply with program "participation" requirement of conferences, volunteering, etc.	3.5648
9	72	Having to purchase classroom materials using my own money, or do without.	3.5463
10	29	Knowing how to counteract children's negative home environment.	3.5463

Table 14 (con't)

Rank	Item	Problem statement	Mean
11	3	Getting parents to use appropriate discipline techniques at home, or when working in the classroom.	3.5185
12	62	Getting parents to provide minimal health and dental care for their children.	3.4537
13	4	Accepting my district's low salary levels.	3.4074
14	55	Getting parents to supply accurate, up-to-date information for our files.	3.3981
15	21	Knowing how to help the special or atypical child.	3.3796
16	13	Being able to complete all the testing, "paper-work", and curriculum requirements of my program.	3.3703
17	60	Obtaining special services and/or placements for students in a timely manner.	3.3703
18	100	Meeting an individual student's needs without neglecting the group.	3.3703
19	76	Meeting each student's individual daily social and emotional needs.	3.3611
20	108	Giving adequate attention to the special or atypical child, without neglecting other children.	3.3518
21	53	Getting children to use words and not hit others when they are angry.	3.3425
22	54	Obtaining qualified substitutes for PreK teachers and aides.	3.3240
23	16	Feeling isolated because PreK is not	

Table 14 (con't)

Rank	Item	Problem statement	Mean
		included in the regular school schedules and activities.	3.3055
24	64	Obtaining money to replace lost or damaged classroom materials.	3.3055
25	93	Knowing how to handle children's aggressive behavior.	3.2897
26	45	Eliminating inappropriate social skills and language learned at home.	3.2685
27	27	Getting students from our classroom or portable to the main school building during rainstorms and inclement weather, with no covered walkways.	3.2592
28	47	Getting parent cooperation in solving their children's school-related problems.	3.2500
29	37	Handling the situation when a child does not follow instructions and refuses to cooperate.	3.2500
30	23	Educating parents about the importance of home hygiene practices.	3.2149
31	69	Getting children to do what I ask them to do.	3.2037
32	31	Helping parents of special or atypical children recognize and adjust to their children's needs.	3.1666
33	59	Getting students to communicate their needs to me.	3.1574
34	46	Teaching when my aide is absent and district policy does not allow for substitutes.	3.1574

Table 14 (con't)

Rank	Item	Problem statement	Mean
35	80	Obtaining a larger budget for my program.	3.1111
36	44	Getting parents to maintain regular student attendance.	3.1111
37	20	Needing a safe outdoor play area designed for young children.	3.0648
38	1	Helping children find positive ways to satisfy their need for attention.	3.0370
39	67	Getting school staff to feel that my needs for their services are as important as other teachers' needs.	3.0370
40	111	Getting parents to bring and/or pick-up students on time.	3.0277
41	41	Spending much of the school day trying to teach students to use self-discipline, and not seeing progress.	3.0092
42	79	Finding time away from the children during the school day, to use the bathroom, etc.	2.9814
43	92	Helping children who are experiencing a family crisis or a disruption in their normal family routine.	2.9266
44	97	Understanding the reason for children's problem behavior.	2.9259
45	25	Adapting my program after district budget cuts during the year.	2.9166
46	101	Getting children to learn and follow room rules and routines.	2.9074
47	52	Promoting appropriate student eating habits and food choices.	2.8703

Table 14 (con't)

Rank	Item	Problem statement	Mean
48	61	Finding time to meet and plan with my aide.	2.8518
49	99	Gaining acceptance for PreK from the staff in my school.	2.8333
50	6	Being assigned extra PreK program duties as the year progresses.	2.8055
51	19	Obtaining adequate custodial services.	2.7777
52	35	Obtaining toys and equipment that are sturdy enough for use by young children.	2.7685
53	109	Getting children to clean up.	2.7592
54	104	Interpreting conflicting instructions and expectations from different district personnel creating a "no-win" situation for PreK teachers.	2.7592
55	103	Promoting and maintaining effective mutual communication between home and school.	2.7500
56	50	Teaching in a classroom that is too small for my program.	2.7407
57	36	Getting important messages during the day.	2.7407
58	91	Getting school administration and staff to understand developmentally appropriate practices.	2.7407
59	88	Spending my own time doing necessary classroom and program tasks.	2.6944
60	87	Dealing with my district's lack of enforcement of parent "participation" requirements, with those who do not comply.	2.6759

Table 14 (con't)

Rank	Item	Problem statement	Mean
61	26	Planning activities to satisfy a wide variety of achievement levels in the class.	2.6481
62	74	Having my students ride school buses that are not equipped with restraints or seat belts.	2.6203
63	85	Maintaining respectful and friendly relations among children.	2.6203
64	56	Keeping up with, and adapting to, the local PreK policy changes during the year.	2.6018
65	63	Finding in-service meetings that meet my needs.	2.5740
66	51	Maintaining professional communication with other PreK teachers.	2.5463
67	77	Getting children to adapt to a change in the daily routine.	2.5277
68	81	Making transitions between activities go smoothly.	2.5277
69	33	Understanding and following all the district procedures for spending my budget.	2.5277
70	8	Gaining support and cooperation from my principal.	2.5000
71	75	Finding time to communicate with my PreK supervisor.	2.4907
72	30	Having an aide assigned to me, and not being included in the hiring.	2.4444
73	49	Dealing with a school day that is too long for the students.	2.4166

Table 14 (con't)

Rank	Item	Problem statement	Mean
74	106	Having too many children in my class.	2.4166
75	107	Maintaining effective communication with school administrators and staff.	2.3888
76	9	Maintaining communication with parents after I had reported them to HRS.	2.3796
77	24	Having bus schedules determine my students' hours.	2.3611
78	57	Getting food services to adapt menus and portions to PreK students.	2.3240
79	102	Teaching when my aide is "pulled" from my room for duty or meetings in other areas of the school or district.	2.3240
80	95	Getting parenting classes and workshops for parents.	2.3148
81	18	Dealing with the inconsistency of teaching an individualized program and giving an end of year skills test.	2.3055
82	58	Dealing with sinks and fountains that are too high for my students.	2.2963
83	15	Being able to call the office from my classroom/portable, creating safety.	2.2870
84	73	Being responsible to supervise students and arrange for their pick-up when they are returned to school.	2.2685
85	96	Doing home visits.	2.2222
86	48	Needing help in the classroom during the end of the year testing.	2.2129

Table 14 (con't)

Rank	Item	Problem statement	Mean
87	22	Obtaining adequate training, or retraining for my aide.	2.1834
88	7	Dealing with cafeteria tables and chairs that are too high for my students.	2.1759
89	89	Planning and organizing meaningful field trips.	2.1666
90	105	Maintaining enthusiasm for my job.	2.1666
91	14	Meeting the needs of children in a class that contains 3 and 4 year olds.	2.1574
92	38	Getting my aide to develop responsibility and enthusiasm for the job.	2.1481
93	82	Finding times when the school playground is available for my students' use.	2.1111
94	11	Getting my aide to work and contribute as a team-member.	2.0925
95	43	Getting my principal to accept play as the curriculum for PreK.	2.0833
96	83	Working with a principal who will not assist me in the discipline of my students.	2.0648
97	42	Being unable to hear school fire bells and emergency warnings in my isolated classroom/portable.	2.0555
98	32	Obtaining bus transportation for students when it is an extra burden for their parents to transport them.	2.0277
99	28	Getting support and cooperation from my PreK supervisor.	2.0185

Table 14 (con't)

Rank	Item	Problem statement	Mean
100	98	Dealing with student bathroom facilities that are in need of constant repair.	2.0000
101	17	Needing necessary information to meet the needs of my students and their families, but am denied access to it by state and local agencies.	1.9537
102	110	Getting my aide to discipline children without yelling or threatening them.	1.9444
103	65	Being assigned duties and responsibilities that are not assigned to other teachers in the school.	1.9259
104	78	Teaching a small group because of my aide's inability to control the rest of the class.	1.9074
105	94	Teaching with an aide who I feel should not be working with young children.	1.8425
106	86	Dealing with my aide who discusses confidential student matters outside the classroom.	1.8055
107	34	Having to ride the bus and supervise students when my aide is absent.	1.5833
108	84	Having HRS pick up a child from my classroom, causing fear and anxiety in many of the children.	1.5740
109	90	Having no student bathroom in, or near my classroom/portable.	1.4444
110	66	Having no running water in my classroom or portable.	1.4074
111	71	Being required to supervise students on the bus.	1.3981

Table 14 (con't)

Univariate			
Mean	2.7225	Standard Deviation	0.5858
Median	2.7407	Variance	0.3431
Q3-Q1	0.9814	Range	2.4074
Mode	2.5277	Kurtosis	-0.8284
Skewness	-0.1616		

A difference of 0.2041 is estimated to be a statistically meaningful difference between two items on the scale.

Table 15

Problems Identified as Being Significantly Bothersome

	Problem statement	Mean	Stan. dev.	z
2	Preventing aggressive children from interfering with others.	3.8055	1.226	9.199
39	Getting parents to attend scheduled conferences or school events.	3.7222	1.166	8.926
70	Helping parents understand and deal appropriately with their children's behavior.	3.6203	1.116	8.378
68	Helping children who constantly seek attention through negative behavior.	3.6388	1.195	7.988
40	Dealing with the state's strict family income requirements, which excludes children who could also benefit from the program.	3.7592	1.426	7.571
10	Developing techniques to work with children who do not respond to attempts to correct their misbehavior.	3.5925	1.223	7.414
12	Getting parents to comply with program "participation" requirements of conferences, volunteering, etc.	3.5648	1.224	7.167
29	Knowing how to counteract children's negative home environment.	3.5463	1.306	6.570
3	Getting parents to use appropriate discipline			

Table 15 (con't)

	Problem statement	Mean	Stan. dev.	z
	techniques at home, or when working in the class.	3.5185	1.293	6.416
72	Having to purchase classroom materials using my own money, or do without.	3.5463	1.362	6.300
5	Obtaining certain materials, such as cooking supplies, through the normal budget process.	3.6018	1.509	6.070
62	Getting parents to provide minimal health and dental care for their children.	3.4537	1.383	5.511
100	Meeting an individual student's needs without neglecting the group.	3.3707	1.234	5.472
108	Giving adequate attention to the special or atypical child, without neglecting other children.	3.3518	1.270	5.169
53	Getting children to use words and not hit others when they are angry.	3.3425	1.254	5.158
21	Knowing how to help the special or atypical child.	3.3796	1.337	5.124
55	Getting parents to supply accurate, up-to-date information for our files.	3.3981	1.420	4.961
13	Being able to complete all the testing, "paper-work", and curriculum requirements of my program.	3.3703	1.418	4.766

Table 15 (con't)

	Problem statement	Mean	Stan. dev.	z
4	Accepting my district's low salary levels.	3.4074	1.510	4.729
93	Knowing how to handle children's aggressive behavior.	3.2897	1.251	4.708
45	Eliminating inappropriate social skills and language learned at home.	3.2685	1.227	4.644
76	Meeting each student's individual daily social and emotional needs.	3.3611	1.456	4.575
60	Obtaining special services and/or placements for students in a timely manner.	3.3703	1.495	4.520
47	Getting parent cooperation in solving their children's school related problems.	3.2500	1.326	4.152
64	Obtaining money to replace lost or damaged classroom materials.	3.3055	1.494	4.072
54	Obtaining qualified substitutes for PreK teachers and aides.	3.3240	1.557	4.029
69	Getting children to do what I ask them to do.	3.2037	1.251	4.017
16	Feeling isolated because PreK is not included in the regular school schedules and activities.	3.3055	1.537	3.958
37	Handling the situation when a child does not follow			

Table 15 (con't)

	Problem statement	Mean	Stan. dev.	z
	instructions and refuses to cooperate.	3.2500	1.395	3.948
31	Helping parents of special or atypical children recognize and adjust to their children's needs.	3.1666	1.241	3.738
59	Getting students to communicate their needs to me.	3.1754	1.2391	3.668
23	Educating parents about the importance of home hygiene practices.	3.2114	1.414	3.619
27	Getting students from our classroom or portable to the main school building during rainstorms and inclement weather, with no covered walkways.	3.2592	1.825	3.069
44	Getting parents to maintain regular student attendance.	3.1111	1.362	2.982
80	Obtaining a larger budget for my program.	3.1111	1.455	2.792
46	Teaching when my aide is absent and district policy does not allow for substitutes.	3.1574	1.72	2.635

($p \leq .01$)